Fulfilling the Promise:
The Strategic Plan for
2010 - 2015

Year 3
3rd Quarterly Report
Covering April-June 2013
VISION - 2015
Troy University will provide academic programs worldwide that incorporate both classroom and online delivery for traditional and adult students. Within a “culture of caring,” Troy University will foster excellence and leadership in its graduates. The University will be Alabama’s leading international institution, serving over 50,000 students with 100% of its academic programs utilizing online technology.

Executive Summary
This Executive Summary lists the 10 Objectives reviewed on a quarterly basis. Each is listed under its Corresponding Initiative, and each Objective has a 1-2 paragraph summary of progress made during the period covered by the quarterly report. Reading these brief but comprehensive Objective summaries will provide the reader with a good synopsis of progress made on the Strategic Plan. For those wanting more information about the Objectives, the remainder of the report lists each Goal under the Objectives providing more details on the status of each goal but still keeping the report succinct. Each goal has a one-word color code to enable the reader to see at a glance the status of the Goal. The color code will also facilitate later statistical analysis of progress on the Strategic Plan.

1.0 Increase engagement with stakeholders. The University listens to the perspectives of students, faculty, staff, alumni, community advisory boards, and other stakeholders and fosters growth by increasing engagement with stakeholders to meet their needs.

1.1 Expand the number of undergraduate and graduate programs and concentrations available to our students where there are unmet needs and assess the viability of current program offerings.

Progress continues and overall, initiative 1.1 has been met and is on schedule to continue toward a completion of all goals associated with it.

1.2 Increase student access to more online program opportunities.

New online programs were presented at the Chancellor’s Briefings; all are in different stages of approval. eTROY is working with the Colleges to set up the programs for delivery once final approval come through.

1.3 Create a comprehensive approach to serve the needs of military and veteran students and their families.

During the quarter from April to June efforts continued towards bolstering the university’s approach to serving the needs of its military students and their families.

A Veterans Integration to Academic Leadership (VITAL) Workshop was scheduled for early June for faculty and staff. The workshop is designed to strengthen our ability to better work with and better serve veteran students as they integrate into civilian life.

A grant has been applied for to fund a workshop leading to the Certificate for Veteran’s Service Providers, a program developed by Operation College Promise. If funding is secured, participants will learn about and discuss best practices thereby enhancing the university’s ability to best serve the needs of its veteran population and their families.

A Troy for Troops account has been established at the Troy Foundation.

TROY was represented by two staff members at the Florida Advisory Council on Military Education (ACME) Annual Conference held at Patrick AFB in Cocoa Beach in May.

New / additional marketing initiatives designed to broaden our reach and tell our story to a larger audience have been planned and are now underway.
The University has once again been named a Military Friendly College and University by GI Jobs further cementing our reputation as a leader in the field of military education.

The TROY military web pages have been redesigned to consolidate 3 web locations into one, to reduce the number of clicks and to make navigation more user friendly.

1.4 Expand access to academic programs for students through eConnections, a National Guard Connections initiative, online educational support for the River Region, and increased program offerings on the Alabama campuses.

Overall, there have been only minor additional changes on the goals for Objective 1.4. The college deans continue to submit new programs or concentrations to the Alabama Commission on Higher Education for approval. They are also continually evaluating programs for validity and possible reduction or elimination based on continual budget reductions. Trenholm State Technical College, received notification from SACS in April 2013 that they will be approved in December 2013 for community college status. Troy University continues to be in dialogue with the Trenholm President on partnership opportunities.

1.5 Increase grants, contracts, and research productivity.

There are three core initiatives that comprise S.O. 1.5.: The University will work to increase: 1) grant and contract productivity for faculty and staff; 2) increase research productivity for faculty; 3) work to ensure research opportunities for students.

The University will work to:

1) Increase grant and contract productivity for faculty and staff.

Sponsored Program productivity is progressing through consistent manager training, faculty workshops and enhanced website information availability. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office. The Office of Sponsored Programs is committed to increase competitive proposal submissions by 10% from base year 2010-2011 to 2015.

A single issue’s resolution remains to be resolved. Presently we are challenged to differentiate between the types of grants and those that involve research components. To date, grant awards/accounts are coded by accountants for each grant and the process does not account for a combination of activities (e.g. Community support and research). This issue is being addressed by the University Research Council. Defining “Research” as it applies to grants and contracts currently awarded is the remaining critical component need to correctly capture all research activities.

2) Increase research productivity for faculty.

Progress is clearly being made in the ability to capture and report faculty intellectual contributions, creative works, scholarship and research across the University more accurately. The purchase and implementation of Digital Measures has been very helpful in collecting and reporting faculty research productivity. The numbers of projects reported are being distributed across more faculty participants. The ability to report scholarly work in a common and consistent way and to use research activities in Tenure and Promotion decisions has contributed greatly to the increased activities in this Strategic Initiative. Scholarly activity that is reported according to common categories and annual reporting has greatly facilitated both the accuracy of reporting
and encouraged all faculty members to engage in research activity across the University. To date, 99% of all full-time faculty members have currently reported their intellectual activities.

The number of faculty applying for internal research grants has increased from 17 to 83 in AY 2010-2011, exceeding the goal set for 2014-2015. In AY 2011-2012 the number of faculty applying for internal grants was 128. This goal has been met and greatly exceeded expectations.

3) ensure research opportunities for students.

The purchase and implementation of Digital Measures has been very helpful in collecting and reporting faculty research productivity. However, a common reporting system is still needed to collect student research and Student Learning Objectives, opportunities and productivity across the University. The reported student research activities exceed 900 projects across all levels of study at TROY. This goal has been met and greatly exceeded expectations.

1.7 Successfully complete the Capital Campaign.

As of June 30, 2013 we have surpassed our overall goal in the Capital Campaign, having raised over $191 million. The Annual Fund stands at 40.1% of its goal and planned gifts are at 62.5% of our goal.

1.8 Establish a TROY Professional Development Institute.

The existing Continuing Education Department on the Dothan Campus has been expanded to serve multiple locations and offer new professional development programs. In the coming months, additional programs will be developed and deployed. Recent additions include ITP Master Mentor and Cyber Security online certificate programs.

1.11 Promote the stewardship of University resources by continuing to identify opportunities to increase efficiency and reduce costs.

The 2014 Operating Budget was reviewed and finalized during the reporting period. The budget instructions, training guide, preparation calendar and departmental comparison reports were released to all budget officers March 2013. All departmental budget requests were due March 31, 2013. The review of budget requests by deans, directors and senior administrators took place through April and May 2013. Divisional budget requests were reviewed by Financial Affairs and cuts were negotiated where necessary. The cooperative effort between Financial Affairs and divisional leaders resulted in an overall reduction in the 2014 Operating Budget expense of $12.5 million from the 2013 total.

3.0 Build for the Future. The University values inclusiveness, involving all students, faculty, and staff at all of its locations and in all of its programs, as it builds for the future.

3.1 Maintain a leadership position in sustaining information technology resources and adopting new learning technologies.

The goals for the objective were created; a work team was established within the IT unit. The IT work team devised a plan. The plan has been put in movement and the review phase has been completed.
3.4 Pursue renovation and construction opportunities.

- **Sartain Hall.** Currently in the development stage.
- **Janice Hawkins Park and Amphitheater.** Construction started December 2011
- **Stewart Hall.** Currently in the development/planning phase. Anticipated construction start is Fall 2013 after the new Long Hall project is completed in July 2013.
- **Tennis Program.** Currently under A&E and administrative review. Anticipated construction start is 2013/14.
- **Dothan Campus - Project approved 2012; concept and finalization of funding currently under administration review.**
- **Montgomery Campus - Fund raising actively on-going. Student enrollment a factor in justifying the project.**

4.0. **Internationalization.** The University promotes the concept of comprehensive internationalization as a key organizing paradigm for the future to enable the entire university community to research, study, instruct, and assist our students and stakeholders to understand and succeed in an increasingly globalized world.

4.1 **Enhance the international dimension of academic programs throughout the university.**

*Significant progress has been made toward this goal and all academic areas within the University continue to work toward its completion.*

4.2 **Support faculty in creating a new type of global scholar.**

*Awaiting a replacement team leader to begin work on this objective.*

4.3 **Engage administrative staff in supporting international initiatives and students.**

*The task team met on for the first time on 3.19.13 for initial discussions on the overall initiative and to operationalize the individual components within 4.3. Working within the context of this Strategic Initiative, the phrase “International initiatives and students” was interpreted by the team to refer to initiatives primarily for the Troy campus that affect international students at the Troy campus. Additional team meetings were held on 4.23.13, 6.4.13, and 6.27.13.*

4.4 **Enhance the interaction between domestic and international students.**

*At the present time, no action has been taken on Strategic Objective 4.4. A meeting with the team (H. Reeves, D. Stewart, and B. Starling) has been scheduled for Monday, August 26, 2013 at 2:00 p.m. in the Student Services Conference Room.*

4.5 **Tell the Troy Story regarding internationalization.**
Internationalization is included as a key element in all communication that describes the entire institution (such as institutional descriptors) and is specifically highlighted when appropriate. Specific, current expressions of “internationalization” as part of the TROY story are detailed below.
Progress Made on Strategic Objective Goals

For each goal under an objective, the team leaders have used the color code described below and provided a brief (1-2 sentence) synopsis of progress made on that goal during the quarter.

- **White** means the goal has not been scheduled to start yet. If there is a projected start date included in the Action Plan, this date should be listed.
- **Red** means the projected or logical start date has not been met or that the Action Plan has fallen significantly behind schedule. A brief explanation of why the goal has not been started or other problems should be stated.
- **Yellow** means that work on accomplishing the goal is underway.
- **Green** means the goal has been accomplished. The completion date should be listed and any summary comments made.
1.1 Expand the number of undergraduate and graduate programs and concentrations available to our students where there are unmet needs and assess the viability of current program offerings.

Progress continues and overall, initiative 1.1 has been met and is on schedule to continue toward a completion of all goals associated with it.

1.1.1. Troy University “programs and concentrations” will be expanded each academic year beginning in AY 2010-2011 by three (3).

Green. Multiple programs, undergraduate and graduate, have been approved by ACHE at the March and June 2013 meetings and several GR programs are scheduled for the September 2013 ACHE meeting. In the last two years (2012 and 2013), almost 40 new curricular offerings have been added to the University (new majors, concentrations, minors and extensive revisions to existing programs).

1.1.2. Troy University “programs and concentrations” will be reduced or consolidated each academic year beginning in AY 2010-2011 by one (1).

Green. Continues to be met as Deans and their faculty reduce and eliminate programs. SCOB was approved to discontinue its Associate’s degree in Business Administration at the March ACHE meeting. SCOB and CHHS have made extensive revisions to their curriculum, including the reduction of a number of programs.

1.1.3. An operational method for assessing unmet student needs and for tracking growth in current “programs and concentrations” will be developed by May 2011 by the Membership of this Strategic Objective in consultation with the Executive Vice Chancellor and Provost and reviewed by various University committees at his direction.

Green. Completed by deans in consultation with campus vice chancellors and Senior Vice Chancellor for Academics.

1.1.4. An operational method for assessing the viability of “programs and concentrations,” including a definition of what constitutes viability will be developed by May 2011 by this Objective Team in consultation with the Senior Vice Chancellor for Academic Affairs and Provost and reviewed by various University committees at his direction.

Green. Completed by deans in consultation with campus vice chancellors and Senior Vice Chancellor for Academics.
1.2 Increase student access to more online program opportunities.

New online programs were presented at the Chancellor’s Briefings; all are in different stages of approval. eTROY is working with the Colleges to set up the programs for delivery once final approval come through.

1.2.1. Develop a plan to fully integrate online learning into the academic colleges with curriculum, instructional design, scheduling, assessment, quality assurance and faculty supervision by January 1, 2011.

Yellow.

Statement of Work:
Analyze personnel, work flow, work efficiency, and leadership within the Global Campus Student Services and eTROY units to determine if the units under review will sufficiently support activities in Admissions, Records, Advising, Military related services, and on-line learning to assist the Academic Colleges and the University in stabilizing and then increasing admissions, enrollment and retention.

Findings:
Over the past eleven months, Global Campus leadership, along with the Registrar and unit heads from Financial Aid, Admissions, and Student Financial Services, have analyzed the current GC Student Services unit, to include personnel, work flow, work efficiency, and leadership. Findings conclude that the current structure, operations, leadership, and culture did not provide a suitable and sustainable model to stabilize and then increase admissions, enrollment and retention activities. The following are steps that will be taken to reorganize Global Campus Student Services and eTROY to meet the current needs, as well as future opportunities to adsorb activities from the other Alabama campuses.

Recommendations:
1. Leadership –
   a. Step One: In October of 2012 the Vice Chancellor for Global Campus, with the support of the Senior Vice Chancellor for Academic Affairs, eliminated the position of Director of Global Campus Student Services for the purposes of reviewing and reorganizing the unit. This action allowed Global Campus leadership to replace the existing unit leadership with new temporary leadership dedicated to assessing and if necessary reorganizing the unit to meet current demands and to align the unit with institutional practices in Admissions, Records Management, and Student Advising. (Step Completed)
   b. Step Two: First, separate the existing responsibilities of Registrar/Dean of Student Services for Global Campus into two separate positions. Reassign the reporting responsibilities of the Global Campus Registrar to a direct reporting line to the University Registrar. Under the new structure the Global Campus Registrar will be responsible for the day to day activities associated with registration management and document imaging, while working collaboratively with the student management units to support student success and retention. Second, combine the remaining responsibilities of Dean of Student Services and the previous responsibilities of Director of Global Campus Student Services and develop a new position of Associate Director of Student Support and Success Services. This position will be responsible for the day to day operations and administration of the Student Support and Success Services. (Step Completed)
   Step Three: Develop a new position description for replacing the Director of eTROY at the Associate Vice Chancellor level. This position will serve as a senior level administrator for Global Campus and will provide direct leadership for the development and maintenance of online credit and noncredit programs and courses. The Associate Vice Chancellor will also be responsible for the continued development and implementation of strategic plans to support the growth of on-line programs, course enrollment, and student retention. The Associate Vice Chancellor will report directly to
the Vice Chancellor for Global Campus and provides strategic vision for, and collaborates with, various internal and external academic stakeholders in establishing and supporting plans and priorities for online, blended, and distance education programs. *(Position announced in March 2013/ Hiring activity is in-progress)*

2. **Reorganization** –
   a. **Step One:** Reorganize the current structure of GC Student Services into four areas organized around the four functional activities within GC Student Services; Admissions, Registration Management, and Document Imaging. In addition, develop two positions for continuous training of staff in the areas of Datatel, document imaging, records management, and admissions. *(Step Completed)*
   b. **Step Two:** Develop within the new organizational groups, teams to serve and support academic colleges and their students from the time of being admitted to the University through graduation. A team would also be developed within the new grouping to specifically assist military and veteran students, supporting and aligning with the new Military & Veteran Success Center. *(Step Completed)*

**Rationale:** Current staffing activity supports the conclusion that turn-over in staffing will continue to be a challenge within the Global Campus Student Services unit. The factors contributing to the turn-over are not going to be managed through salary, benefits, or other title, but will need to be managed through structure and how the unit is organized. To this end, the concept of “teams” has been developed to assist with the quality and consistently of interaction with students. A student will be assigned to a team, predicated on the student’s selection of an academic program, at the point of admission. The Team will be responsible for supporting the student throughout their time at the University. This approach will allow Global Campus Student Services the ability to establish a consistent connection with the student no matter the rate of turn-over within the unit, since there will always be an overlap of team member as individuals transition in and out of the team. The Team is responsible for the student, not any one individual. Teams will be organized around colleges and will continue to work closely with the academic colleges to provide accurate and timely support related to academic programs and academic specific activities.

c. **Step Three:** Re-title Global Campus Student Services to Global Campus Student Support and Success Services. This tile more accurately reflects the activities and services affiliated with the unit’s activities and mission. The term Student Services is confusing to students, faculty and staff as it suggests activities more closely associated with physical campus activities, i.e. housing, clubs, SGA, etc. *(Step Not Started)*

d. **Step Four:** Reconnect Student Support and Success Services with eTROY, under the management and administration of the Associate Vice Chancellor for Distance Learning and Outreach Education. This action will allow the two units to develop and participate in activities in a consistent and connected manner, supporting a consolidated unit with one administrative leader. *(Step Not Started)*

e. **Step Five:** Reorganize eTROY to better utilize and function with the new academic college structures and to support a new virtual Student Success Center to address and improve student success and retention for TROY’s on-line students. *(Step Not Started)*

3. **Timeline to Execute Actions** –
   a. Number 1; step one Completed
   b. Number 1, step two – Completed
   c. Number 1; step three – Completed
   d. Number 2; step one – Completed
   e. Number 2; step two -- Completed
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f. Number 2; step three – In-Progress

g. Number 2; step four – Not started -- Effective upon hire of Associate Vice Chancellor

h. Number 2; step five – Not started -- Effective Term 1 2013

1.2.2. Review market analysis for planned program migration to use of online technologies and develop a pro forma for each planned program to determine viability. (The market analysis and pro forma will be completed six months before recommended date of implementation for review to determine viability).

   Yellow. Global Campus, in conjunction with Marketing and Communications has requested bids to commission a comprehensive Market Analysis of the Atlanta District service area. The report will be conducted and upon completion, presented and reviewed by the academic deans who will use the analysis to determine what programs should be placed in the district. Informal market analysis continues to be conducted in conjunction with each college and District to determine market needs. eTROY analysis has been completed on selected programs through Eduventures. A university wide marketing analysis for all academic programs will be address by the Associate Vice Chancellor for Marketing and Communications. Completion of a pro forma has been placed on hold.

1.2.3. Review options for providing resources to increase student access to TROY programs with use of technology each year during budget planning process (April 1, 2011, 2012, 2013, 2014, and 2015).

   Yellow. Resources are to be addressed in College budget plans.
1.3 Create a comprehensive approach to serve the needs of military and veteran students and their families.

During the quarter from April to June efforts continued towards bolstering the university’s approach to serving the needs of its military students and their families.

A Veterans Integration to Academic Leadership (VITAL) Workshop was scheduled for early June for faculty and staff. The workshop is designed to strengthen our ability to better work with and better serve veteran students as they integrate into civilian life.

A grant has been applied for to fund a workshop leading to the Certificate for Veteran’s Service Providers, a program developed by Operation College Promise. If funding is secured, participants will learn about and discuss best practices thereby enhancing the university’s ability to best serve the needs of its veteran population and their families.

A Troy for Troops account has been established at the Troy Foundation.

TROY was represented by two staff members at the Florida Advisory Council on Military Education (ACME) Annual Conference held at Patrick AFB in Cocoa Beach in May.

New / additional marketing initiatives designed to broaden our reach and tell our story to a larger audience have been planned and are now underway.

The University has once again been named a Military Friendly College and University by GI Jobs further cementing our reputation as a leader in the field of military education.

The TROY military web pages have been redesigned to consolidate 3 web locations into one, to reduce the number of clicks and to make navigation more user-friendly.

1.3.1. By 31 January 2011, conduct a needs analysis of the military student market and determine how well we are currently meeting those needs based on the gathering of primary research data from our current military students and secondary research of the military student market.

Green. Yellow. The Military Student Survey was administered for the second time in late Fall 2012. The survey will again be administered in Fall 2014.

1.3.2. Based on that research, craft a Strategy designed to create a comprehensive approach to serving the needs of military students and their families, that will address suggested changes to current policy, procedure, practice and the 5 elements of the marketing mix (product, price, place, promotion, people) and that will, when implemented, demonstrate our commitment to better serving those needs by 30 April 2011.

Yellow. The approach to serving the military is under continuous review and will be throughout the period of the Plan. New initiatives measures are regularly introduced and / or investigated.

The University has contracted with the Recruit Military Group to participate in 8 Recruit Military events around the nation during the current calendar year. These events present an opportunity to tell the TROY story to recent veterans, to discuss higher education options with attendees, to consider veteran attendees for current job openings at TROY and to increase our pool of qualified leads / prospects.

As at the time of writing, TROY was represented at events in Fayetteville NC, Jacksonville FL and the Washington DC metro area.

A schedule of visits to Education Fairs at Ft. Carson, CO, Ft. Drum NY, Coast Guard Station Los Angeles, Vandenber AFB, Los Angeles AFB and Ft MacArthur CA has been agreed and
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will begin in late July.

Tuition pricing for AY 2013-14 has been finalized. Undergraduate tuition for active duty, guard and reserve has been agreed at the TA limit further demonstrating our commitment to our men and women in uniform.

The Troy for Troops blackboard organization went “live” at the beginning of T4, 2013.

Agreement has been reached with Patrick AFB for TROY to be a “visiting school” and therefore schedule regular visits to the base to meet with both prospective and current students.

1.3.3. Establish numerical baselines and targets for recruiting, retention and graduation and build into Strategy (based on data from new military student demographics Datatel component and our research) by 31 July 2011.

Yellow. Base line enrollment was established at 6,444, based on enrollment at the university in Fall T2/ 2011.

Work on a new military student tracking report has been completed and plans are to introduce the tracking tool in Term 1, 2013. The report will allow us to track in new students, retained students, students returning from previous terms, graduated students and students who failed to return. Ultimately, this report should position us to improve retention and graduation rates and provide us the pathway to determine why students leave the university without completing.

1.3.4. Implement Strategy by October 1, 2011 with a view to increasing military student enrollment by 7.5% per year in academic years 11-12, 12-13, 13-14, 14-15.

Yellow. While this initial target is likely not reachable owing to university wide enrollment trends over the past months and the temporary suspension of TA during the a portion of the past academic year, efforts continue to not only grow new starts but to contribute to the growth goal by increasing retention and completion rates. It should also be noted that as a result of the reduction of blended opportunities at Global Campus locations, the appeal of TROY programs to veteran students who count on the full BAH has been negatively impacted.

1.3.5. Monitor impact, progress and introduce corrective and / or new measures as needed, throughout the remaining period of the plan.

Yellow. As indicated above, new measures are being introduced continually and monitoring tools have been developed to better measure attendance patterns of our military students and their progress towards program completion.

1.3.6. Provide regular progress status updates to members of the University’s Military Education Advisory Committee (M.E.A.C).

Yellow. The MEAC will be updated on current activity at its next meeting. Also, the AVC for Military Programs recently updated the University’s Board of Trustees on work relating to our military students and the Troy for Troops Center.
1.4 Expand access to academic programs for students through eConnections, a National Guard Connections initiative, online educational support for the River Region, and increased program offerings on the Alabama campuses.

This strategic objective was established to explore creative options for providing more program offerings for Alabama campuses, for which the overall purpose is to increase student enrollments for Troy University.

Overall, there have been only minor additional changes on the goals for Objective 1.4. The college deans continue to submit new programs or concentrations to the Alabama Commission on Higher Education for approval. They are also continually evaluating programs for validity and possible reduction or elimination based on continual budget reductions. Trenholm State Technical College, received notification from SACS in April 2013 that they will be approved in December 2013 for community college status. Troy University continues to be in dialogue with the Trenholm President on partnership opportunities.

1.4.1. By June 2011, establish a Troy University “Campus Connection” within the City of Prattville, Alabama to offer educational support services, economic development, professional development courses and online program offerings.

\textcolor{red}{Red} This objective’s goal is still incomplete due to economic conditions and budget challenges by the City of Prattville, as well as Troy University. It is projected that it will remain incomplete for at least the next two or three years, possibly longer. Ray White met twice with the Mayor of Prattville and other city leaders during the past two years. They are very interested in having a university’s presence in the City of Prattville. They are not able currently to provide space and financial assistance to Troy University to establish a Troy presence in their city. Without the help of the City of Prattville, it will be cost prohibitive to establish a Troy “Campus Connection” in the City of Prattville because the initial set-up costs will be nearly $300,000, plus an estimated $250,000 per year for the next several years. There would be very little direct revenue produced for at least five years, but Troy University would get indirect revenue from recruiting both resident and online students by having a presence in Prattville. The University would also benefit by getting the Troy name out more in Prattville. In addition, the services offered to the businesses and the citizens of Prattville will help bring favorable attention to the University. Even with these indirect benefits, due to the budget challenges for both Troy University and the City of Prattville, I am recommending that this goal be deferred until 2014 or 2015, and further discussion will commence on the potential to fulfill this objective.

1.4.2. By August 2012, establish a National Guard Connection within the State of Alabama to offer flexible delivery of Troy University programs and courses for Guard members.

\textcolor{yellow}{Yellow} This goal is on-going, but it is a “slow go” due to budget constraints in hiring more staff to work the National Guard units. While the Phenix City recruiter is making concerted effort to reach the Guard units on weekends, and as much as possible, there are simply too many units and only one recruiter. In addition, the units are small and access to the Guard members is not always easy due to tight training time during their weekend drills. The Coordinator at Phenix City will continue to work with the Guard as much as he can, but eventually, more staff will be needed to recruit at weekend guard training units. It is nearly impossible to make a significant impact with only one recruiter. All Guard units have their training and education networking opportunities on weekends during their weekend drill sessions, which are spread out all over the state. To make any real recruiting impact, at least
four or five recruiters will be needed. This could be done with part-time recruiters or contract recruiters. The committee for this objective recommends that completion of this goal be deferred until 2014 until budget conditions improve to hire more recruiters to visit these Guard units.

1.4.3. Establish a “3-4 Connection” between Trenholm State Technical College and Troy University upon approval of Trenholm’s community college “change of status” by SACS.

Yellow. This objective’s goal has not been completed; however, it was not due to Troy University’s lack of effort. Trenholm State Technical College’s conversion to a community college has now been approved by SACS and will be announced at the December 2013 annual SACS meeting. According to the Trenholm President, even after the formal SACS approval, it will still take a few years for Trenholm to have enough faculty to fully convert all programs to community college format. Troy University officials are continually communicating with the Trenholm President about possible future partnership opportunities such as grants and Troy’s “3-4” Connection Program.

1.4.4. Based on demands and needs of the community; establish a minimum of one additional College of Arts & Sciences Program per year on the Phenix City Campus, beginning in 2011.

Green. This objective’s goal was completed for 2011 by adding the Bachelors of Science in Criminal Justice at the Phenix City Campus beginning Academic Year 2010/2011. There are currently future plans to offer new programs at Phenix City such as Hospitality and Sport Fitness Management, and possibly others. There may be other opportunities based on the Fort Benning mission changes, and based on changing demands of the community.

1.4.5. Based on demands and needs of each community; establish at least one new program offering or concentration/option on each Alabama campus per year, beginning in 2011.

Yellow. This objective’s goal was met for the year 2011 and 2012, and appears to be on target for 2013. Two or more new academic programs were started on most Alabama Campuses during 2011 and 2012. More are on track to be added for 2013 and 2014. The deans of the colleges included information in their Chancellors’ Briefings about these programs. The deans have projected new programs for the remainder of 2013 and 2014, and have submitted or will be submitting requests to ACHE and SACS for more approvals. In addition to new programs, the Montgomery Campus began offering daytime courses in spring, summer, and fall 2012. Daytime courses have exceeded expectations in Montgomery with over 100 courses offered and 90+ courses made for spring and fall semesters.
1.5 Increase grants, contracts, and research productivity.

Synopsis:

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The University will work to:

1) Increase grant and contract productivity for faculty and staff.

   Sponsored Program productivity is progressing through consistent manager training, faculty workshops and enhanced website information availability. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office. The Office of Sponsored Programs is committed to increase competitive proposal submissions by 10% from base year 2010-2011 to 2015.

   A single issue’s resolution remains to be resolved. Presently we are challenged to differentiate between the types of grants and those that involve research components. To date, grant awards/accounts are coded by accountants for each grant and the process does not account for a combination of activities (e.g. Community support and research). This issue is being addressed by the University Research Council. Defining “Research” as it applies to grants and contracts currently awarded is the remaining critical component need to correctly capture all research activities.

2) Increase research productivity for faculty.

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   The number of faculty applying for internal research grants has increased from 17 to 83 in AY 2010-2011, exceeding the goal set for 2014-2015. In AY 2011-2012 the number of faculty applying for internal grants was 128. This goal has been met and greatly exceeded expectations.

3) Ensure research opportunities for students.

   The purchase and implementation of Digital Measures has been very helpful in collecting and reporting faculty research productivity. However, a common reporting system is still needed to collect student research and Student Learning Objectives, opportunities and productivity across
the University. The reported student research activities exceed 900 projects across all levels of study at TROY. This goal has been met and greatly exceeded expectations.

1.5.1. The University will work to increase grant and contract productivity for faculty and staff.

A. Implement OSP manager training and develop a one-stop website for post management of proposals for successful writers and managers.

- **Green** - Manager training is ongoing. Team meetings are assembled for new managers who have secured “projects of significance”. These teams consist of representatives from Purchasing, Human Resources, Accounting, project and supervisory staff. Well trained University team members provide fewer points of resistance in processing faculty grant awards, proposals and interagency support.

- **Green** - The one stop website is operational and is located here: [http://trojan.troy.edu/osp/managing-success/index.html](http://trojan.troy.edu/osp/managing-success/index.html). This site is regularly updated and is currently undergoing a site revision. Additionally, budget resources and information are also linked here: [http://trojan.troy.edu/osp/writing-great-proposals/budget.html](http://trojan.troy.edu/osp/writing-great-proposals/budget.html)

B. Increase Sponsored Programs competitive proposals by offering training and workshops for faculty; working with faculty and deans to identify areas in which writers need training; locating training and workshop opportunities; and facilitating and offering workshops.

- **Yellow** – A summary of competitive activity is referenced below:

Although competitive proposal submissions have increased significantly since 2003-2004, competitive submissions have declined slightly over the past three years. 2011-2012 does reflect a slight increase in competitive dollars secured from the previous year. Faculty load is a significant factor in proposal development. OSP is committed to providing support and resources to encourage faculty to develop proposals for external funding. OSP has committed that we will increase competitive proposal submissions by 10% from base year 2010-2011 to 2015. The competitive base (calculated at August 30, 2011) of competitive dollars submitted is $15,683,626.

Final competitive dollars pursued to date for fiscal year 11-12 were at 88% of the base.
Fulfilling the Promise: The Strategic Plan for 2010-2015
Quarterly Update for April – June 2013

- **Green** - Faculty webcast and training are offered to faculty and staff writers throughout the global university.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th># Workshops &amp; Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>4</td>
</tr>
<tr>
<td>2006-2007</td>
<td>13</td>
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<tr>
<td>2007-2008</td>
<td>28</td>
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<tr>
<td>2008-2009</td>
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<tr>
<td>2009-2010*</td>
<td>83</td>
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<tr>
<td>2010-2011</td>
<td>89</td>
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<tr>
<td>2011-2012</td>
<td>103</td>
</tr>
<tr>
<td>2012-2013</td>
<td>35</td>
</tr>
</tbody>
</table>

C. Increase Sponsored Program staff and resources to accommodate growth of sponsored program activity, including full-time positions in both pre-award and post-award areas.

- **Red** – Sponsored Programs continues to meet the increasing demands of a rapidly expanding operation with a skeletal staff. OSP is supported by two full time professional staff members with one full time support staff member. Two workshop positions are approved and filled. A graduate assistant has been approved but not filled. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office; however, position requests are not filled due to proration.

D. Progressively increase overall sponsored program activity, revenue and indirect cost: maintain or increase sponsored program activity each fiscal year; maintain or increase revenue spent each fiscal year; and generate or exceed the university’s budget for indirect cost. In addition, to increase by 100% sponsored program revenue using 2010 as baseline.

- **Yellow** – summaries of sponsored program activity, revenue, indirect cost and accomplishment of the 2015 goal are listed below:

**Sponsored Program Activity**

![Sponsored Program Activity Graph]

Data is current through June 2013
Data for 2007-2008 excludes a $15,000,000 NIST grant which was not funded
Data for 2008-2009 excludes a $13,818,242 ARRA grants which were not funded
Accomplishment of the 2015 Goal (increase by 100% sponsored program revenue using 2010 as baseline)
The 2015 goal has been accomplished.

E. Increase faculty awareness of research opportunities, increase submission of research proposals and provide resources to enhance the success of submitted research proposals in order to increase competitive proposal submissions from base year 2010-2011 to 2015 by 10%.  

- OSP has committed that we will increase competitive proposal submissions by 10% from base year 2010-2011 to 2015. The competitive base (calculated at August 30, 2011) of competitive dollars submitted is $15,683,626. **Total competitive dollars pursued for fiscal year 11-12 closed at 88% of the base.**

**Competitive Proposal Summary**
1.5.2. The University will work to increase research productivity for faculty as measured in SACS 3.3.1.4.

- **Green** – Faculty intellectual contribution and scholarly activity report – A University goal was set for AY 2014-15 for faculty to produce an average of 8.0 projects per faculty member over a three year period. Faculty research activities were assessed according to the number of research projects per faculty member for the last four years: AY 2008-09 – 6.8 projects, AY 2009-10 – 7.3 projects, AY 2010-2011 – 3 projects, AY 2011-2012 – 5.3 projects and AY 2011-2012 – 5.3 projects.

Faculty self-reported research activity via an online survey during the first two-year period from AY 2008 – 2010. The online research activity survey was distributed to all full-time faculty members. Not all faculty teaching during this two year period elected to participate in the voluntary annual survey. It was found that those who did self-report their research activity were engaged in significant research activities. The ratio of the numbers of research activities to faculty members reporting refected unusually high participation rates of 6.8 and 7.3 respectively. This trend did not continue once all faculty were required to report current research activities annually.

In AY 2010-2011 a common faculty reporting system for intellectual activities (Digital Measures) was initiated. The first year of standardized reporting showed that 99% of the full-time faculty teaching in AY 2010-2011 created Digital Measures accounts for reporting research, scholarship, creative activities, service and teaching activities. The 569 faculty members participating reported an average of **three projects** per faculty member over a three year period in AY 2010-2011.

In AY 2011-2012, 352 faculty members (of 569 total faculty members) reported updates of 1,883 scholarly activities or an average of 5.34 projects per all faculty members teaching during this period. The details include 242 individual faculty members reported 1,020 papers, articles, books and reviews; 45 individuals reported 154 creative work activities; and 224 individuals reported giving 709 presentations.

From October 1, 2012 through December 31, 2012, 332 faculty members reported updates of 1,306 scholarly activities. During this period, 235 individual faculty members reported 720 papers, articles, books and reviews; 46 individuals reported 183 creative work activities; and 166 individuals reported giving 403 presentations.

From January 1, 2013 through March 31, 2013, 291 faculty members reported updates of 1,119 scholarly activities. During this period, 200 individual faculty members reported 606 papers, articles, books and reviews; 47 individuals reported 176 creative work activities; and 135 individuals reported giving 337 presentations.

From April 1, 2013 through June 30, 2013, 449 faculty members reported updates of 1,327 scholarly activities. During this period, 227 individual faculty members reported 692 papers, Articles, books and reviews; 46 individuals reported 189 creative work activities; and 176 individuals presorted giving 446 presentations.

The selected goal of an average of eight intellectual contributions, scholarly activities and projects reported per faculty member over a three year period requires an adjustment to two projects annually as of October 2012. The completion of four annual reporting cycles reflects a continued norming of one to two scholarly activities per faculty member per year. Achieving the goal of faculty producing an average of eight scholarship projects between AY 2008-2009 and AY 2014-2015 is perhaps unrealistic when all full-time faculty are considered. The readjusted total of two should be very obtainable.

Progress is clearly being made in the ability to capture and report faculty intellectual contributions, creative works, scholarship and research across the University more accurately. The numbers of projects reported are being distributed across more faculty participants. The ability to report scholarly work in a common way and to be considered in Tenure and Promotion reviews has assisted the Strategic Initiative to increase research
activity greatly. Common scholarly activity reporting categories and required annual reporting has greatly facilitated both the accuracy of reporting and encouraged all faculty members to engage in research activity across the University.

- **Green** - A University wide reporting system (Digital Measures) has been adopted and implemented. Faculty has been asked to enter all vitae data beginning in AY 2010-2011 for the last two to three years of research, scholarly activity, service and teaching. Approximately 99% of the faculty has completed entering their vitae information at this time. The additional of Digital Measures software system has greatly aided the University in being able to capture faculty scholarly activities. This strategic objective has been met.

- **Green** - Increase the number of faculty seeking internal research grants – Faculty continue to make progress toward meeting the goal of 30 faculty members seeks internal research grants annually by AY 2014-15. Faculty research activities were assessed according to the number of faculty receiving internal research grants for the last four years. The results are very promising, as more faculty members each year are submitting requests for research grant support. This reflects the increasing number of faculty conducting research across the University. In AY 2008-09 - 76 faculty grant recipients were awarded $50,831; AY 2009-2010 – 68 faculty grant recipients were awarded $79,447; AY 2010-2011 – 92 faculty grant recipients were awarded $108,807; and AY 2011-2012 – 128 faculty grant recipients were awarded $107,721. From October 2012 to December 2012, 49 faculty grant recipients were awarded $42,282. During the period January – March 2013, 75 faculty members were awarded faculty research grants in the amount of $79,589. The annual Faculty Development Committee Research Grants awarded for AY 2012-13 were 124 awards for a total of $122,995. The anticipated goal for 2014-2015 was to have 30 faculty members receive internal research grants. This goal has been met and greatly exceeded. With institutional support, faculty members are more likely to conduct research and present at regional and national conferences as evidence by the increasing number of research grant awards. This strategic objective has been met.

1.5.3 The University will work to ensure research opportunities for students as measured in SACS 3.3.1.4

- **Green** - Ensure research and grant opportunities for students – The number of graduate students seeking external research initiatives were assessed: AY 2008-09 – 3 projects for $1,191, AY 2009-10 – 4 projects for $1,491, and AY 2011-2012 – 5 projects for $2,036 was achieved. Deans are working with faculty to encourage greater student research within courses and application for external student grant funding for research. Student engagement in the submission of grant requests remains relatively constant.

Additionally in AY 2010-2011 and AY 2011-2012 an online survey was submitted to all full-time faculty members asking that each report all student research, creative activities or scholarly activities that occurred beyond the requirements of their courses. In AY 2010-2011-149 faculty members reported 828 student intellectual activities across all five colleges.

### 2011 Student Research Activities

<table>
<thead>
<tr>
<th>College</th>
<th>UG Intellectual</th>
<th>GR Intellectual</th>
<th>UG Presentation</th>
<th>GR Presentation</th>
<th>UG Creative</th>
<th>GR Creative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>25</td>
<td>10</td>
<td>20</td>
<td>24</td>
<td>6</td>
<td>2</td>
<td>87</td>
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<tr>
<td>Communication &amp; Fine Arts</td>
<td>33</td>
<td>22</td>
<td>128</td>
<td>17</td>
<td>103</td>
<td>19</td>
<td>322</td>
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<tr>
<td>Education</td>
<td>30</td>
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<td>42</td>
<td>34</td>
<td>8</td>
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<td>Health and Human Services</td>
<td>44</td>
<td>31</td>
<td>35</td>
<td>31</td>
<td>1</td>
<td>5</td>
<td>147</td>
</tr>
</tbody>
</table>
In AY 2011-2012 – 275 faculty members reported 828 intellectual activities across all five colleges.

### 2012 Student Research Activities

<table>
<thead>
<tr>
<th>College</th>
<th>UG Intellectual</th>
<th>GR Intellectual</th>
<th>UG Presentation</th>
<th>GR Presentation</th>
<th>UG Creative</th>
<th>GR Creative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences Communication &amp; Fine Arts</td>
<td>59</td>
<td>18</td>
<td>44</td>
<td>22</td>
<td>16</td>
<td>16</td>
<td>175</td>
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<tr>
<td>Education</td>
<td>22</td>
<td>8</td>
<td>25</td>
<td>12</td>
<td>264</td>
<td>5</td>
<td>336</td>
</tr>
<tr>
<td>Health and Human Services</td>
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<td>34</td>
<td>38</td>
<td>174</td>
<td>15</td>
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<td>Sorrell College of Business</td>
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<td>27</td>
<td>12</td>
<td>44</td>
<td>1</td>
<td>0</td>
<td>93</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>103</strong></td>
<td><strong>89</strong></td>
<td><strong>120</strong></td>
<td><strong>262</strong></td>
<td><strong>304</strong></td>
<td><strong>39</strong></td>
<td><strong>917</strong></td>
</tr>
</tbody>
</table>

Excellent progress is being made in the report and the number of student research, creative and scholarly activities occurring during each academic year. This strategic object has been met and continues to evidence exciting results of productive student and faculty engagement in productive inquiry and creative works. The survey for AY 2012-2013 will be distributed during the month of September, 2013 to all faculty members. The annual Student Research Activities report will be reported accordingly.

*This strategic objective has been met.*

**Yellow** - **Student thesis projects** will be reported as a parameter of individual student research inquiry activities – students produced 157 theses in AY 2009-2010. Annual thesis activity during AY 2010-2011 and AY 2011-2012 average 10 – 15 thesis projects and 10 to 18 doctoral residency projects. A common reporting system is still needed to collect student research and Student Learning Objectives, opportunities and productivity across the University.
**1.7 Successfully complete the Capital Campaign.**

As of June 30, 2013 we have surpassed our overall goal in the Capital Campaign, having raised over $191 million. The Annual Fund stands at 40.1% of its goal and planned gifts are at 62.5% of our goal.

Through developing effective strategies for major gifts, annual fund, and athletics giving campaigns, the University will surpass the stated goal of $200 million and successfully complete our Building Beyond Boundaries Capital Campaign by 2015.

1.7.1. Surpass the stated campaign goal of $200 within the next five years.

Benchmarks:
- By December 31, 2012 reach at least $150 million (Development Goal: $75 million).
- By December 31, 2013 reach at least $175 million (Development Goal: $87.5 million).
- By December 31, 2014 reach at least $200 million (Development Goal: $100 million).

Green. As of June 30, 2013 we have surpassed our overall goal: in total, we have raised over $191 million. The Development total was $75.5 million toward our year-end goal of $87.5 million; we are 86.3% of the way to our goal.

1.7.2. Contact all those interviewed for the Feasibility Study who have not yet made a gift.

Green. In progress – we have completed about 98% of this goal. Some of the individuals interviewed are no longer available to us, but we will talk with those who have taken their positions.

1.7.3. Make asks of all Board Members (Trustees, Foundation and Alumni Boards) who have not yet made a gift.

Green. All Board Members have been asked for gifts; all have given something or paved the way for gifts from others during this Capital Campaign. We will, however, continue to solicit for Circle of 125, larger gifts and planned gifts.

1.7.4. Grow the Annual Fund (to include Athletics) to $1 million by 2015.

Benchmarks:
- By December 31, 2011, reach at least $500,000.
- By December 31, 2012, reach at least $500,000.
- By December 31, 2013, reach at least $500,000.
- By December 31, 2014, reach at least $500,000.
- By December 31, 2015, reach at least $500,000.

Yellow. NOTE: This goal was reformulated – it was determined that we needed to consistently reach a half million dollars before raising the bar. As of June 30, the Annual Fund stands at $200,307 or 40.1% of its goal.

1.7.5. Add at least $2 million dollars in planned gifts each year for the next five years.

Yellow. As of March 31, 2013, we have added approximately $1,250,000 in planned gifts toward our goal of $2 million – or we have achieved 62.5% of our goal.

1.7.6. Raise at least $10 million in development contributions (cash and pledges, gifts-in-kind, and planned gifts) in 2010; $12.5 million each year for the next four years (2011-2014).

Yellow. We have raised approximately $2.5 million toward our goal as of March 31 – or 20% of our goal.
1.7.7. Raise at least $500,000 in athletic contributions (cash and pledges and gifts-in-kind) each year for the next five years.

Green. From January 1 – June 30, 2013, Athletics has raised approximately $518,729 or over 100% of their goal for the year.

1.7.8. Launch the public phase of the Campaign with a celebratory event in February 2012.

Green. We had a very successful launch of the Campaign during the 125th Birthday Celebration for TROY. Almost 300 were in attendance for the event.

1.7.9. Complete the Campaign with a celebratory event sometime before Fall 2015.

White. A committee will be established approximately one year ahead of time to plan this event.
1.8 Establish a TROY Professional Development Institute.

The existing Continuing Education Department on the Dothan Campus has been expanded to serve multiple locations and offer new professional development programs. In the coming months, additional programs will be developed and deployed. Recent additions include ITP Master Mentor and Cyber Security online certificate programs.

1.8.1. Develop an organizational structure to consolidate all professional development and continuing education functions in Troy University into the TROY Professional Institute with a Director and support staff by August 2011.

Yellow. The staff members located on the Dothan Campus have embraced the expanded scope of the department. New programs have been developed and more are in development. New online enrollment and payment software is being deployed, and a website redesign is under way.

1.8.2. Review market analysis, develop and deliver 10 viable programs a year, beginning in 2011-2012.

Yellow. Considerable market research has been conducted. A focus is being placed on the development of professional certification preparation courses and professional certificates. Two programs have been developed: SHRM certification preparation, Cyber Security, and ITP master mentor program. Work is currently underway to develop the following online offerings: pre-licensure course for insurance and human resources certificate.

1.8.3. Develop a financial structure to support program development and instruction for the faculty and support back to the Colleges by January 2012.

Yellow. Small CE budgets across the University were consolidated under one authority to allow for better use in developing new programs. As new programs are developed with the colleges, a financial return to the colleges is being included.
1.11   Promote the stewardship of University resources by continuing to identify opportunities to increase efficiency and reduce costs.

The 2014 Operating Budget was reviewed and finalized during the reporting period. The budget instructions, training guide, preparation calendar and departmental comparison reports were released to all budget officers March 2013. All departmental budget requests were due March 31, 2013. The review of budget requests by deans, directors and senior administrators took place through April and May 2013. Divisional budget requests were reviewed by Financial Affairs and cuts were negotiated where necessary. The cooperative effort between Financial Affairs and divisional leaders resulted in an overall reduction in the 2014 Operating Budget expense of $12.5 million from the 2013 total.

The reduction in the overall budget from 2013 to 2014 is evidence of the concerted effort shown by all divisions to reduce cost and increase efficiencies. Faced with lower enrollments and reduced state funding, the University had to tighten its belt even further for 2014. While we can increase tuition to offset enrollment declines, we make every effort to minimize the effect on our students. The Senior Vice Chancellors all agreed to cut funding normally available for initiatives with the understanding that funding would be provided for those initiatives presented with measurable outcomes. So while we are trying to operate as lean as possible, we will ensure funding is available for crucial initiatives as determined by the Chancellor. Requests for initiative funding will be reviewed on a case by case basis with the Chancellor. The final operating budget will be presented for approval to the Board of Trustees July 26, 2013.

1.11.1.   Develop and implement a systematic process to review administrative program activities to ensure programs are still necessary and to identify opportunities for gaining efficiency by September 2011.

Yellow. The annual budget process provides the deans and administrators the opportunity to review their programs for cost reductions and to promote efficiencies. It also gives them the opportunity to prioritize funding for critical programs. The reduction in the overall
Budget from 2013 to 2014 is evidence of the concerted effort shown by all divisions to reduce cost and increase efficiencies. The final operating budget will be presented for approval to the Board of Trustees July 26, 2013. This process will be repeated on an annual basis throughout the 2010-2015 Strategic Plan. Budget projections to actual results will be reviewed on a monthly basis and adjustments made as necessary.

We continue to review the most effective way to analyze the centers of the university and to prioritize academic programs. This will be an ongoing effort between all divisions.

1.11.2. Establish a University-wide employee recognition program for achieving cost savings.

**White** This objective is on hold until the Financial Budget Analyst position currently vacant is filled. This position was reposted during May 2013, but a satisfactory candidate has not been identified as of the date of this report.
3.1 Maintain a leadership position in sustaining information technology resources and adopting new learning technologies.

The goals for the objective were created; a work team was established within the IT unit. The IT work team devised a plan. The plan has been put in movement and the review phase has been completed.


3.1.1. Review current IT environment and document current areas of strength and areas that need improvement

**Yellow.** Completed review of current areas of strength and areas that need improvement.

**Strengths:** Helpdesk, self-help system, ERP System, System Availability, Data Center, Network Authentication System, Systems Engineering staff, Data Security Measures, Document Imaging, Wireless Network Enhancements, Internet Access Enhancements and Paperless signature system

**Areas of Improvements:** Network Infrastructure Upgrades, ERP Ad-hoc reporting system, Web design, Telephony integration across campuses/regions, and Ad-hoc Videoconferencing

3.1.2. Assess potential technology improvements to address areas of improvement

**Green.** Network engineers, systems engineer will work with IT staff and IT-discussion groups to assess the proper technologies to address the areas of improvement. Additionally, a variety of university committees and groups have been asked to submit technology suggestions. Finally, the annual IT summit provides significant opportunity for vendors and employees to discuss new technologies’ potentials.

3.1.3. Establish costs estimates for technology enhancements and training needs

a. Key mandates include flexible, secure infrastructure
b. Global operations require further review for legal and security concerns
c. Training considerations – should compulsory training be implemented
d. Are there IT staffing needs for continued growth and competitive posture?

**Yellow.** Please see the Pro Forma 3.1, Y1. The progression of the project will depend heavily on the funding based on the Pro Forma

3.1.4. Rank areas of improvement based on a needs analysis

**Yellow.**

1. ERP Ad-hoc reporting system
2. Network Infrastructure Upgrades
3. Ad-hoc Videoconferencing
4. Web design
5. Telephony integration across campuses/regions

3.1.5. Deploy improvements based on level of criticality

**Yellow**
Fulfilling the Promise: The Strategic Plan for 2010-2015
Quarterly Update for April – June 2013

1. ERP Ad-hoc reporting system
2. Network Infrastructure Upgrades
3. Ad-hoc Videoconferencing
4. Web design
5. Telephony integration across campuses/regions

3.1.6. Assess success of programs’ implementation

**Yellow**

1. Web design – Effort to deploy Recruiter and transition [www.troy.edu](http://www.troy.edu) to Troy data center are underway. New design for hub accepted and deployment plan is being developed. HERMES site was launched, offering consolidated electronic communications venue.
2. Network Infrastructure Upgrades - in progress, architecture completed, bandwidth funding request submitted
3. Wireless Network Enhancements – Complete, outdoor Wi-Fi under review
4. Internet Access Enhancements - Complete
5. ERP Ad-hoc reporting system - in progress, surveys under review and work day scheduled with IT reporting team
6. Ad-hoc Videoconferencing – Complete
7. Telephony integration across campuses/regions - in progress, funding request under review; Adutante solution purchased for call quality assurance with e-Campus support unit
3.4 Pursue renovation and construction opportunities.

3.4.1. Review and update the process for reporting and obtaining approval for improvements, broken windows, deferred maintenance, and new construction/renovation needs by February 2011 and achieve 10% increase in student satisfaction with facilities on the Senior Survey.

**Green.** Completed February 2011 review and update of process.

**Yellow.** Start date June 2010. Team determined in December 2012 that the use of the senior survey will work as an instrument of measurement for tracking improvement in satisfaction. Results in recent years will be evaluated in next team meeting.

3.4.2. Review and update the process for small project requests/approvals by June 2011, and achieve a 25% reduction in cycle time by June 2013.

**Green.** Completed June 2011 review and update of process for small project requests/approvals.

**Yellow.** Start date June 2010. Team determined in December 2012 that the cycle time of measurement will be from receipt of request till the time of action (approval, disapproval) is given as notification to the requestor. Project department is finalizing method of measurement and data for historical cycle time of projects. Method and data will be reviewed during next team meeting.

3.4.3. By 2015, complete construction and/or renovation on Alumni Hall, a North End Zone facility, an additional residence hall on the Troy campus, renovate Sartain Hall and add a wellness and fitness center, complete Janice Hawkins Park and Amphitheatre, renovate Stewart Hall for academic purposes, and update and/or expand facilities for the tennis program.

**Yellow.** Alumni Hall. Start date June 2010. Currently under administrative review. Anticipated project start 2014.


**Yellow.** Residence Halls – Troy campus. Start date June 2010. Construction 80% completed; anticipated completion August 2013.


**Yellow.** Janice Hawkins Park and Amphitheater. Start date June 2010. Construction 95% completed; scheduled completion August 2013.


**Yellow.** Renovate/Replace McCartha Hall. Approved objective fall 2012. Currently under administrative review. Anticipated project start 2015.

4.1 Enhance the international dimension of academic programs throughout the university.

Significant progress has been made toward this goal and all academic areas within the University continue to work toward its completion.

4.1.1 Systematically review academic programs to ensure that the content provides students with an international perspective of the discipline. Identify and/or establish at least one course in each academic program or major that provides an international perspective on that discipline.

**Yellow.** Work is ongoing to establish at least one course per program/major. Many majors already have at least one course and several majors have study abroad courses incorporated into their curriculum.

4.1.2 Identify and/or establish courses in the general studies program that promote understanding of globalization and internationalization

**Yellow.** Some General Studies courses are already identified as having significant international content and students must take at least six hours of GS credit which is so identified. Revision of the GSP is currently underway and the inclusion of a “global engagement” course is anticipated as a requirement.

4.1.3 Inventory, review, and expand the University’s Study Abroad program to embrace all academic programs and ensure courses are available in general studies and each discipline for students to take while studying abroad, resulting in an increase in Study Abroad participation in each college.

**Yellow.** While not all majors have study abroad courses or programs, a number of majors do include annual study abroad opportunities in their offerings. More work, to broaden the number of majors with study abroad opportunities is needed. Additional work is underway to offer study abroad opportunities to students in the Honors Program and the University’s Leadership Development program. A General Studies study abroad program is part of the current revision planning for the GSP.

4.1.4 Achieve specialized accreditation for the ESL program, develop enhanced facilities for ESL, and significantly expand enrollment in ESL.

**Yellow.** Work needs to be done toward this goal.

4.1.5 Achieve specialized accreditation for the ESL program, develop enhanced facilities for ESL, and significantly expand enrollment in ESL.

**Duplicate of 4.1.4**

4.1.6 Establish a Global competency Certificate available to all undergraduate students which certifies that they have successfully completed a specially designed program of courses and activities.

**Yellow.** Work needs to be done toward this goal.

4.1.7 Emphasize an international perspective in the Common Reading Initiative and the College Reading Initiatives.

**Yellow.** The Common Reading Initiative has selected a book with a significant international component for each of the last three years. The College Reading Initiatives have included works with international themes as well but have included other, non-international, works as well.
4.2 Support faculty in creating a new type of global scholar.

Awaiting appointment of a new team leader to begin work on this objective.
4.3 Engage administrative staff in supporting international initiatives and students.

The task team met on for the first time on 3.19.13 for initial discussions on the overall initiative and to operationalize the individual components within 4.3. Working within the context of this Strategic Initiative, the phrase “International initiatives and students” was interpreted by the team to refer to initiatives primarily for the Troy campus that affect international students at the Troy campus. Additional team meetings were held on 4.23.13, 6.4.13, and 6.27.13.

Several international students needs have been discussed and a formal recommendation to create a Spring 2014 Advising Services Workshop that will facilitate more in depth training of faculty and staff who provide students with academic, professional, and financial advising will be made.

Questions currently under exploration include: How do we keep our International Faculty/Staff and International Students from transferring away from Troy due to the lack of variety and cultural stimulation (restaurants, grocery options, entertainment, shopping)? How can the University step in to fill the void that exists within the community? How can we integrate the University’s international population with the community? How can we “tell the story” of who our international students are in an effort to address the misperceptions of who others think they are? How can the Visiting Scholar program help to create and promote a more diverse campus? Activity on all four areas is underway and progress is moving forward.

4.3.1 Systematically assess perceptions and needs of staff members, community members, and international faculty, staff and students.

Yellow. Fundamental needs of International faculty/staff are primarily in the area of HR. Student needs revolve around issues with advising and customer service. Community groups identified as targets for additional dialogue include: Troy Arts Council, Chamber of Commerce, Rotary Club, Faith Based Organizations (churches), and the Mayor’s Office. A meeting with team members and the Mayor is tentatively scheduled for September.

4.3.2. Establish informational or other programs to strengthen engagement between and among staff members, community members, and international faculty, staff and students.

- Yellow. Options for hosting a Spring 2014 workshop focused on creating an atmosphere within the university that embraces intercultural differences are being explored. Maria and Darlene have been in contact with potential guest speakers from the Institute for Intercultural Communication. The team is working on preparing a recommendation and outline for a Spring 2014 Advising Services Workshop that will facilitate the training of faculty and staff who provide students with academic, professional, and financial advising to the SVC for Student Services, Dean of Undergraduate Studies, and SVC for Academic Affairs. Darlene Schmurr-Stewart will be added to the Institutional Effectiveness Committee beginning in Fall 2013. We are working to identify other committees that meet regularly and do not currently include representation from the Office of International Programs.

The team identified several types/categories of programs for further discussion:

- Orientation Program for Employees
- Orientation Program for Faculty
- Mentor Program between Troy Faculty/Staff and Troy International Students
- New Employee Training for International Faculty/Staff members specifically designed around how to navigate the immigration process.
- More training for HR staff on how to process International Faculty and Staff immigration paperwork, visas, etc.
- Community Programs
- Student Activity Programs (Ideas to create more activity on campus for International and Domestic students: e.g. basketball hoops in parking lot, music activities from CFA geared toward students)

4.3.3. Align administrative policies, practices, and staff development activities to support internationalization, including embracing the presence of international faculty and students on our campuses.

**White.** Professional Staff development/training could be a useful platform to discuss the need for improved communication and customer service skills with all students, including the nuances of international students and their cultural differences. This type of workshop/training activity would be most effective if geared towards Departmental Secretaries, Records Clerks, Cashiers, Health Center employees, Supervisors, Bookstore employees, Dining Services staff, and Library staff. Team members suggest that additional policies and practices should be covered in Employee/Faculty Orientation each year (this area overlaps with some of the topics in 4.3.2). A formal recommendation has not yet been made to HR, the team will work on this goal in September/October 2013.

4.3.4. Explore ways to provide affordable housing for international students.

**Yellow.** Discussions for off-campus housing have been initiated and continue between Dean Reeves, Darlene Schmurr-Stewart, Steven Swan, and the Mayor. There has not been a lack of on-campus housing for those students who chose to live on-campus. It is unsure whether or not there is a legitimate need (based on student interest) to provide international students with additional on-campus housing options.
4.4 Enhance the interaction between domestic and international students.

At the present time, no action has been taken on Strategic Objective 4.4. A meeting with the team (H. Reeves, D. Stewart, and B. Starling) has been scheduled for Monday, August 26, 2013 at 2:00 p.m. in the Student Services Conference Room.

4.4.1 Encourage the Chancellor’s Scholarship recipients to engage in various aspects of internationalization, such being the roommate of an international student, taking a foreign language, or participating in study abroad.

Yellow. Work on this initiative will begin at the team meeting set for August 26, 2013.

4.4.2 Enhance efforts to recruit domestic students with interest in study abroad.

Yellow. Work on this initiative will begin at the team meeting set for August 26, 2013.

4.4.3 Develop and align student support services to meet the unique needs of international students.

Yellow. Work on this initiative will begin at the team meeting set for August 26, 2013.
4.5 Tell the Troy Story regarding internationalization.

Internationalization is included as a key element in all communication that describes the entire institution (such as institutional descriptors) and is specifically highlighted when appropriate. Specific, current expressions of “internationalization” as part of the TROY story are detailed below.

4.5.1 Define a set of “talking points” for faculty, administrators, and staff to have to articulate the vision of becoming Alabama’s International University.


Activity on this item will begin after new “Alabama’s International University” photography has been completed and approved so that it can accompany messages.

4.5.2. Include internationalization as a substantive part of appropriate university publications, commercials, marketing campaigns, and messaging.


There have been several significant activities regarding internationalization in messages including the following:

- New photographs have been taken of a variety of international students for ultimate revision of the Alabama’s International University billboard at the intersection of I85 and I65 in Montgomery. These photographs and a billboard design will be approved by Dr. Hawkins and the billboard vinyl will be replaced during the 2014 fiscal year.
- Revision of the University’s social media policy has allowed the International Programs unit to initiate and manage social media outreach to potential international students.
- The Confucius Institute award has been prominently featured in multiple locations including outreach to media, the Chancellor’s letter to donors, the TROY Magazine, and more;
- The marketing division has assisted the international programs division with changes to its website